

S KILBOURNE ELEMENTARY

1400 S. Kilbourne Road
Columbia, South Carolina 29205

GRADES K-5 Elementary School

ENROLLMENT 280 Students

PRINCIPAL Andrenna A. Smith 803-738-7215

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	62	43	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

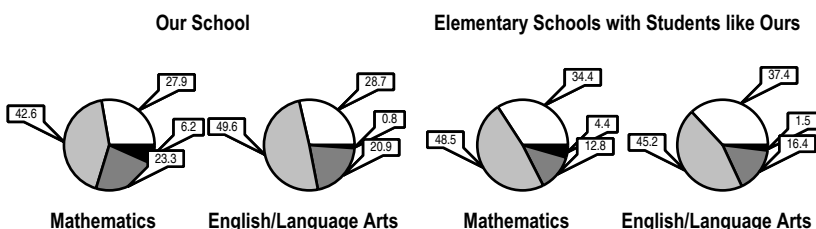
FOR MORE INFORMATION, VISIT WEBSITES AT:




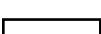
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	38	17
Percent satisfied with learning environment	100.0%	81.1%	94.1%
Percent satisfied with social and physical environment	100.0%	81.6%	82.4%
Percent satisfied with home-school relations	53.8%	89.5%	76.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	137	100.0	28.7	49.6	20.9	0.8	21.7	17.6
Gender								
Male	71	100.0	24.6	55.1	20.3	N/A	20.3	17.6
Female	66	100.0	33.3	43.3	21.7	1.7	23.3	17.6
Racial/Ethnic Group								
White	17	100.0	18.8	62.5	18.8	N/A	18.8	17.6
African-American	119	100.0	30.4	47.3	21.4	0.9	22.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	111	100.0	29.0	48.6	21.5	0.9	22.4	17.6
Disabled	26	100.0	27.3	54.5	18.2	N/A	18.2	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	137	100.0	28.7	49.6	20.9	0.8	21.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	136	100.0	28.9	50.0	20.3	0.8	21.1	17.6
Socio-Economic Status								
Subsidized meals	112	100.0	28.8	51.0	19.2	1.0	20.2	17.6
Full-pay meals	25	100.0	28.0	44.0	28.0	N/A	28.0	17.6

Mathematics								
All students	137	99.3	27.9	42.6	23.3	6.2	29.5	15.5
Gender								
Male	71	98.6	27.5	39.1	27.5	5.8	33.3	15.5
Female	66	100.0	28.3	46.7	18.3	6.7	25.0	15.5
Racial/Ethnic Group								
White	17	100.0	N/A	50.0	43.8	6.3	50.0	15.5
African-American	119	99.2	32.1	42.0	19.6	6.3	25.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	111	100.0	27.1	43.9	21.5	7.5	29.0	15.5
Disabled	26	96.2	31.8	36.4	31.8	N/A	31.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	137	99.3	27.9	42.6	23.3	6.2	29.5	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	136	99.3	28.1	42.2	23.4	6.3	29.7	15.5
Socio-Economic Status								
Subsidized meals	112	99.1	30.8	41.3	23.1	4.8	27.9	15.5
Full-pay meals	25	100.0	16.0	48.0	24.0	12.0	36.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	50	N/A	24.0	34.0	42.0	N/A	42.0
	Grade 4	49	N/A	14.3	57.1	28.6	N/A	28.6
	Grade 5	41	N/A	30.0	65.0	5.0	N/A	5.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	41	100.0	14.6	41.5	41.5	2.4	43.9
	Grade 4	51	100.0	27.7	53.2	19.1	N/A	19.1
	Grade 5	45	100.0	43.9	53.7	2.4	N/A	2.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	50	N/A	26.0	48.0	20.0	6.0	26.0
	Grade 4	49	N/A	26.5	36.7	20.4	16.3	36.7
	Grade 5	41	N/A	50.0	35.0	15.0	N/A	15.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	41	100.0	24.4	41.5	29.3	4.9	34.1
	Grade 4	51	98.0	21.3	40.4	25.5	12.8	38.3
	Grade 5	45	100.0	39.0	46.3	14.6	N/A	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 280)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.5%	Down from 3.2%	3.0%	2.4%
Attendance rate	97.7%	Down from 97.8%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.6%	Down from 6.1%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.5%	Down from 3.8%	8.4%	8.0%
Older than usual for grade	N/A	N/A	2.6%	1.1%
Suspended or expelled	0.4%	Down from 1.3%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	45.8%	Up from 44.4%	47.1%	50.0%
Continuing contract teachers	70.8%	Down from 74.1%	80.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.3%	Up from 70.7%	82.1%	86.2%
Teacher attendance rate	93.7%	Up from 93.3%	94.9%	95.3%
Average teacher salary	\$38,659	Down 5.2%	\$39,015	\$39,909
Prof. development days/teacher	14.1 days	Up from 11.2 days	13.5 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio	18.6 to 1	Up from 15.5 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.0%	Down from 90.1%	88.5%	89.7%
Dollars spent per pupil*	\$6,883	Down 8.5%	\$6,312	\$5,892
Percent spent on teacher salaries*	73.5%	Down from 73.6%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

South Kilbourne Elementary School is a thriving, urban elementary school whose focus continues to be academic excellence. Our school is committed to providing challenging opportunities, through innovative educational experiences that will ensure the appropriate academic, personal, physical, and social development for each of the 317 students served in our child development through fifth grade programs.

"Together We Can" is not only our school's motto, but it is also the phrase that serves as the foundation for decisions. Our motto is shared by all South Kilbourne stakeholders, as is evident in the support from our staff, parents, our Parent Teacher Association (PTA), our School Improvement Council (SIC), our Title 1 board, our business partners and our school volunteers. Our staff and parents worked together to implement the "SK Writes" program, which focused on displaying student, teacher, parent, and community writing. The Title 1 board and school volunteers focused on providing increased literacy and math experiences and on implementing a new character-education program for our students. Our business partners worked together to increase the number of books that our students have in their home libraries and to increase and enhance the training that we provide for our parents. All efforts were designed to address the needs that were identified as a result of test data, parent surveys, student surveys, and teacher surveys.

South Kilbourne received many honors and recognitions during the 2002-03 school year. We received the High Performance Partnership of the Year Large Business Award for 2003. This award was in recognition of our outstanding business partnership with South Carolina Electric and Gas Company (SCE&G). Because of our exceptional child development and kindergarten programs, we were recognized as a 2002-03 District Model School for Early Childhood Elementary Schools. We are very proud that one of our child development teachers and one of our kindergarten teachers co-authored an article for the October 2002 issue of Primary Voices. Due to our commitment to providing a strong, early literacy-based program for our students, we were chosen as the new Smart Matters School by the Junior League of Columbia. Due to our continuing dedication to extending the academic learning for our 3rd - 5th graders, we once again were awarded the SCE&G Homework Center Grant, so that we could provide after-school assistance for our students.

Still, our school continues to face the challenge of having academic and social skills reinforced in the home. However, we will continue to strive to provide increased rigorous academic and positive social experiences for our children.

Andrenna A. Smith, Principal, South Kilbourne Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.